

About The New England Common Assessment Program

This report highlights results from the Fall 2012 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



Fall 2012 Beginning of Grade 6 NECAP Tests

Grade 5 Students in 2011-2012

School Results

School: Mary Snow School

District: Bangor School Department

Code: 1011-1159



Fall 2012 - Beginning of Grade 6 NECAP Tests

Grade 5 Students in 2011-2012

Grade Level Summary Report

School: Mary Snow School
 District: Bangor School Department
 State: Maine
 Code: 1011-1159

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1																		
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
With an approved accommodation																		
Current LEP Students																		
With an approved accommodation																		
IEP Students																		
With an approved accommodation																		
Students not tested in NECAP																		
State Approved																		
Alternate Assessment																		
First Year LEP																		
Withdrew After October 1																		
Enrolled After October 1																		
Special Consideration																		
Other																		

NECAP RESULTS

		School												District						State						
		Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
						N	%	N	%	N	%	N	%													
READING				117	21	18	69	59	19	16	8	7	649	265	21	56	16	6	649	13,416	12	59	21	8	646	
MATH				117	40	34	37	32	16	14	24	21	645	265	35	33	14	18	646	13,427	20	44	18	19	643	
WRITING																										

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2012 - Beginning of Grade 6 NECAP Tests

Grade 5 Students in 2011-2012

Reading Results

School: Mary Snow School
 District: Bangor School Department
 State: Maine
 Code: 1011-1159

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 659–680)

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 640–658)

Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

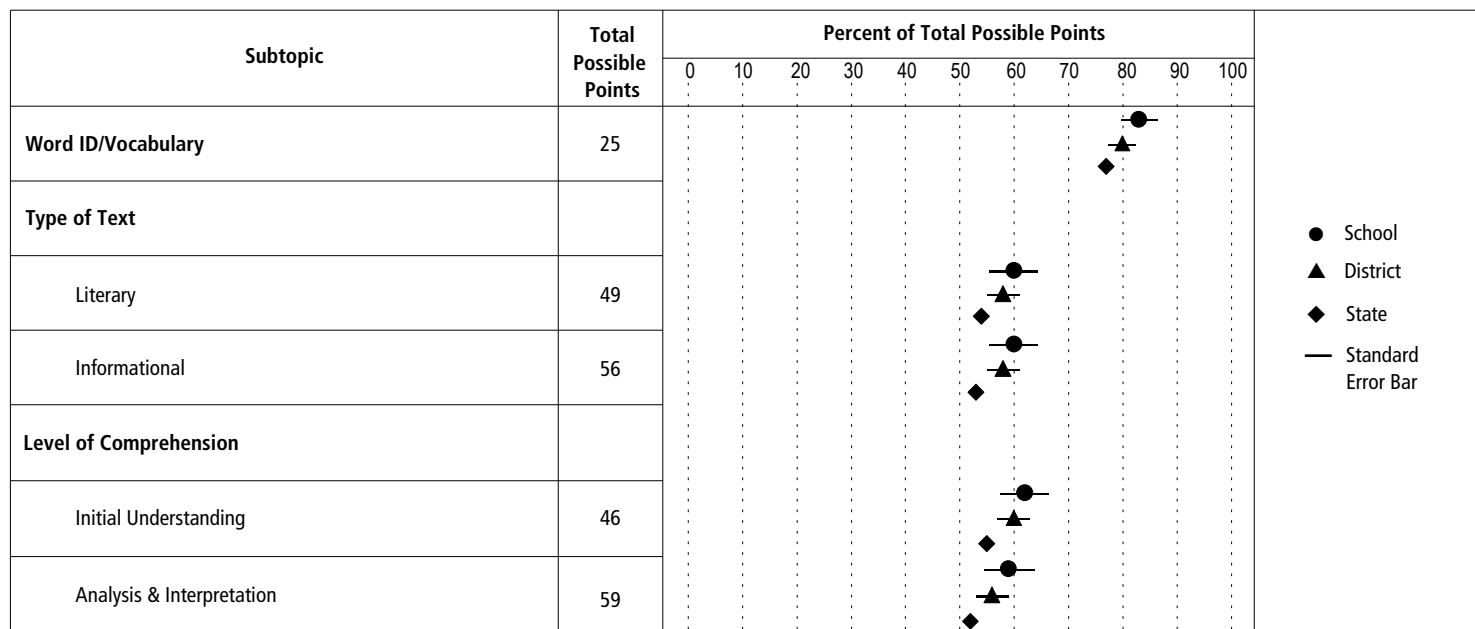
(Scaled Score 629–639)

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 600–628)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2010-11				121	8	7	82	68	27	22	4	3	645
2011-12				112	24	21	67	60	15	13	6	5	650
2012-13				117	21	18	69	59	19	16	8	7	649
Cumulative Total				350	53	15	218	62	61	17	18	5	648
District													
2010-11				239	24	10	158	66	47	20	10	4	646
2011-12				228	36	16	131	57	45	20	16	7	646
2012-13				265	56	21	149	56	43	16	17	6	649
Cumulative Total				732	116	16	438	60	135	18	43	6	647
State													
2010-11				13,659	1,870	14	7,912	58	2,799	20	1,078	8	646
2011-12				13,494	2,350	17	7,394	55	2,731	20	1,019	8	647
2012-13				13,416	1,611	12	7,920	59	2,822	21	1,063	8	646
Cumulative Total				40,569	5,831	14	23,226	57	8,352	21	3,160	8	646





Fall 2012 - Beginning of Grade 6 NECAP Tests

Grade 5 Students in 2011-2012

Disaggregated Reading Results

School: Mary Snow School
 District: Bangor School Department
 State: Maine
 Code: 1011-1159

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				117	21	18	69	59	19	16	8	7	649	265	21	56	16	6	649	13,416	12	59	21	8	646
Gender																									
Male				57	9	16	31	54	12	21	5	9	647	139	17	57	19	7	648	6,929	7	58	25	10	644
Female				60	12	20	38	63	7	12	3	5	651	126	26	56	13	6	651	6,487	17	60	17	6	648
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				3										6						240	8	57	26	9	644
Not Hispanic or Latino																									
American Indian or Alaskan Native				2										4						116	2	53	33	13	640
Asian				4										6						239	16	55	20	8	647
Black or African American				6										11	18	36	27	18	644	378	3	38	33	26	637
Native Hawaiian or Pacific Islander				0										0						13	23	46	23	8	648
White				100	19	19	61	61	13	13	7	7	650	233	21	58	15	6	650	12,234	12	60	20	7	646
Two or more races				2										5						196	12	52	25	11	645
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				5										6						399	2	32	37	29	634
Former LEP student - monitoring year 1				2										3						38	11	71	16	3	649
Former LEP student - monitoring year 2				0										0						23	22	70	9	0	653
All Other Students				110	20	18	65	59	17	15	8	7	649	256	21	56	16	7	650	12,956	12	60	21	7	646
IEP																									
Students with an IEP				26	0	0	7	27	11	42	8	31	634	47	0	28	43	30	634	2,173	1	25	42	32	633
All Other Students				91	21	23	62	68	8	9	0	0	653	218	26	62	11	1	653	11,243	14	66	17	3	648
SES																									
Economically Disadvantaged Students				50	3	6	27	54	14	28	6	12	643	136	10	56	25	10	644	6,556	6	53	28	12	642
All Other Students				67	18	27	42	63	5	7	2	3	654	129	33	57	7	3	655	6,860	18	65	14	4	649
Migrant																									
Migrant Students				0										0						5					
All Other Students				117	21	18	69	59	19	16	8	7	649	265	21	56	16	6	649	13,411	12	59	21	8	646
Title I																									
Students Receiving Title I Services				25	2	8	14	56	8	32	1	4	644	173	21	54	18	6	649	3,311	6	51	31	12	642
All Other Students				92	19	21	55	60	11	12	7	8	650	92	21	60	12	8	650	10,105	14	62	18	7	647
504 Plan																									
Students with a 504 Plan				12	1	8	9	75	2	17	0	0	649	19	11	58	21	11	647	377	5	60	28	8	643
All Other Students				105	20	19	60	57	17	16	8	8	649	246	22	56	16	6	650	13,039	12	59	21	8	646

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2012 - Beginning of Grade 6 NECAP Tests

Grade 5 Students in 2011-2012

Mathematics Results

School: Mary Snow School
 District: Bangor School Department
 State: Maine
 Code: 1011-1159

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 653–680)

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 640–652)

Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

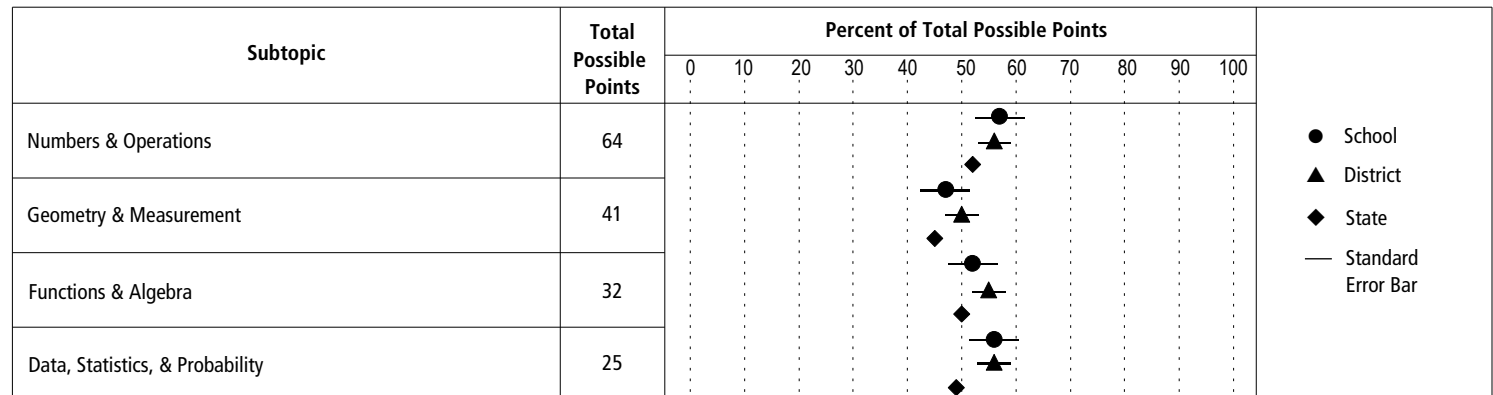
(Scaled Score 633–639)

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 600–632)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2010-11				121	31	26	52	43	22	18	16	13	645
2011-12				112	37	33	51	46	15	13	9	8	648
2012-13				117	40	34	37	32	16	14	24	21	645
Cumulative Total				350	108	31	140	40	53	15	49	14	646
District													
2010-11				239	65	27	103	43	39	16	32	13	646
2011-12				227	60	26	101	44	33	15	33	15	646
2012-13				265	92	35	87	33	37	14	49	18	646
Cumulative Total				731	217	30	291	40	109	15	114	16	646
State													
2010-11				13,705	2,893	21	5,811	42	2,600	19	2,401	18	643
2011-12				13,500	2,911	22	5,777	43	2,355	17	2,457	18	644
2012-13				13,427	2,656	20	5,923	44	2,362	18	2,486	19	643
Cumulative Total				40,632	8,460	21	17,511	43	7,317	18	7,344	18	643





Fall 2012 - Beginning of Grade 6 NECAP Tests

Grade 5 Students in 2011-2012

Disaggregated Mathematics Results

School: Mary Snow School
District: Bangor School Department
State: Maine
Code: 1011-1159

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				117	40	34	37	32	16	14	24	21	645	265	35	33	14	18	646	13,427	20	44	18	19	643
Gender																									
Male				57	19	33	18	32	6	11	14	25	643	139	37	32	12	19	646	6,937	20	43	18	19	643
Female				60	21	35	19	32	10	17	10	17	646	126	33	33	17	17	646	6,490	19	45	18	18	643
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				3										6						242	11	42	19	28	639
Not Hispanic or Latino																									
American Indian or Alaskan Native				2										4						116	11	41	19	29	639
Asian				4										6						242	28	40	15	17	645
Black or African American				6										11	0	27	18	55	631	386	4	25	24	47	632
Native Hawaiian or Pacific Islander				0										0						13	46	31	0	23	646
White				100	37	37	32	32	13	13	18	18	646	233	37	32	15	17	647	12,232	20	45	17	17	643
Two or more races				2										5						196	17	42	17	24	641
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				5										6						415	5	23	22	50	631
Former LEP student - monitoring year 1				2										3						38	24	58	13	5	647
Former LEP student - monitoring year 2				0										0						23	48	43	0	9	651
All Other Students				110	40	36	34	31	14	13	22	20	645	256	36	32	14	18	646	12,951	20	45	17	18	643
IEP																									
Students with an IEP				26	2	8	3	12	3	12	18	69	623	47	4	13	15	68	626	2,171	3	18	22	58	630
All Other Students				91	38	42	34	37	13	14	6	7	651	218	41	37	14	8	650	11,256	23	49	17	11	645
SES																									
Economically Disadvantaged Students				50	7	14	16	32	9	18	18	36	635	136	16	38	18	28	639	6,568	11	40	22	28	639
All Other Students				67	33	49	21	31	7	10	6	9	652	129	54	27	10	9	653	6,859	29	48	14	10	647
Migrant																									
Migrant Students				0										0						5					
All Other Students				117	40	34	37	32	16	14	24	21	645	265	35	33	14	18	646	13,422	20	44	18	19	643
Title I																									
Students Receiving Title I Services				25	1	4	10	40	6	24	8	32	638	173	31	35	16	19	645	3,319	9	38	25	29	638
All Other Students				92	39	42	27	29	10	11	16	17	647	92	42	29	11	17	647	10,108	23	46	15	15	644
504 Plan																									
Students with a 504 Plan				12	4	33	3	25	4	33	1	8	644	19	32	26	32	11	645	377	13	45	25	17	641
All Other Students				105	36	34	34	32	12	11	23	22	645	246	35	33	13	19	646	13,050	20	44	17	19	643

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.